

ELEMENTARY SCHOOL COUNSELOR PROGRAM

2018 GENERAL SESSION

STATE OF UTAH

Chief Sponsor: Steve Eliason

Senate Sponsor: _____

LONG TITLE

General Description:

This bill enacts language authorizing grants for school-based counselors and social workers.

Highlighted Provisions:

This bill:

- ▶ defines terms;
- ▶ authorizes the State Board of Education (board) to award grants to local education agencies to provide targeted school-based mental health supports in elementary schools;
- ▶ authorizes the board to make rules for grant applications and awards; and
- ▶ requires a local education agency that receives a grant to submit an annual report to the board.

Money Appropriated in this Bill:

None

Other Special Clauses:

None

Utah Code Sections Affected:

ENACTS:

53F-5-209, Utah Code Annotated 1953



28 *Be it enacted by the Legislature of the state of Utah:*

29 Section 1. Section **53F-5-209** is enacted to read:

30 **53F-5-209. Grants for school-based mental health supports.**

31 (1) As used in this section:

32 (a) "Board" means the State Board of Education.

33 (b) "Elementary school" means a school that includes any one or all of grades
34 kindergarten through grade 6.

35 (c) "Intergenerational poverty" means the same as that term is defined in Section
36 [35A-9-102](#).

37 (d) "Local education agency" or "LEA" means a school district, charter school, or Utah
38 Schools for the Deaf and the Blind.

39 (e) "Qualifying personnel" means a school counselor or school social worker who:

40 (i) is licensed by the board; and

41 (ii) collaborates with educators and a student's family or guardian on:

42 (A) early identification and intervention of a student's academic and mental health
43 needs; and

44 (B) removing barriers to learning and developing skills and behaviors critical for a
45 student's academic achievement.

46 (2) Subject to legislative appropriations and Subsection (3), the board shall award a
47 grant to an LEA to provide targeted school-based mental health support in an elementary
48 school, including trauma-informed care, through employment of qualifying personnel.

49 (3) In awarding a grant under this section, the board shall give:

50 (a) first priority to an LEA that proposes to target funds to one or more elementary
51 schools with a high percentage of students exhibiting risk factors for childhood trauma; and

52 (b) second priority to an LEA that proposes to target funds to one or more elementary
53 schools with a high percentage of students experiencing intergenerational poverty.

54 (4) To qualify for a grant, an LEA shall:

55 (a) submit an application to the board that includes:

56 (i) measurable goals on improving student safety, student engagement, school culture,
57 and academic achievement; and

58 (ii) how the LEA intends to meet goals submitted under Subsection (4)(a)(i) through

59 the use of the grant funds; and

60 (b) provide local funds to match grant funds received under this section in an amount
61 equal to one-half of the amount of the grant funds.

62 (5) An LEA may not replace federal, state, or local funds previously allocated to
63 employ qualified personnel with funds distributed under this section.

64 (6) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the
65 board shall make rules specifying:

66 (a) procedures for applying for and awarding grants under this section, including:

67 (i) a definition of risk factors for childhood trauma;

68 (ii) the duration of a grant; and

69 (iii) a schedule for submission of matching grant funds; and

70 (b) annual reporting requirements for grantees in accordance with Subsection (7).

71 (7) An LEA that receives a grant under this section shall submit an annual report to the
72 board, including:

73 (a) progress toward achieving the goals submitted under Subsection (4)(a)(i); and

74 (b) if the LEA decides to discontinue the qualifying personnel position, the LEA's
75 reason for discontinuing the position.

76 (8) Beginning on or before July 1, 2019, the board shall provide training that instructs
77 educators on the impact of trauma on student learning.